

Year 7

Term	Unit	Skills	Cold task / Mid term assessment	Final assessment (hot task)
1	'Poetry in Motion' and Descriptive writing	Analyse and interpret a range of poetry by different writers. Identify and explore poetic techniques. Plan, draft, re-draft own poems (in groups and individually). Use descriptive techniques in creative writing,	Cold task idea = firework descriptive piece	Reading: Pupils write their own poem and a commentary. Writing: firework descriptive piece.
2	Novel: Skellig or Cirque du Freak or Kensuke's Kingdom	Develop key reading skills (e.g. making inferences about how the author presents a character). Structure PEE (point, evidence, explain) paragraphs and essay responses. Develop empathy: writing or performing in role as a character in the novel. Explore the effects of the author's language.	Mid-term assessment = practice responding to an extract. Complete together as a class and then pupils write a paragraph or two by themselves.	Reading response: exploding extract
3	Autobiography	Develop and improve key writing skills. Understand key conventions/features of autobiographical writing. Improve technical accuracy of written work. Structure and sequence writing.	Cold task idea = write an autobiographical piece.	Write an autobiographical piece.
4	Finding My Voice	Develop key skills in speaking and listening. Improve ability to give a point of view on various topics. Identify and use key persuasive techniques. Sequence and structure an argument (in writing and speaking) Develop confidence in performing a speech to the class.	Mid term assessment = component 2 style task. Write a letter to newspaper giving your views. Cold task idea = persuasive mini-speech to a partner to be peer assessed. .	Speaking and listening: speech to persuade / give a point of view.
5	Short stories	Develop key reading skills – component one skills Practise comprehension questions Focus on a type of GCSE question (impressions question, how does the writer...? question, evaluation) Improve knowledge of subject terminology Develop narrative writing skills such as description of characters and creation of tension.	Practice responses to exam style questions and mini-writing tasks to prepare for narrative exam task.	End of Year Exam: Reading: Questions on Charlie and the Chocolate Factory Writing: Narrative task – 2 choices.
6	Play: Frankenstein or Black Harvest	Develop an understanding of the features of a play script. Improve ability to infer meaning about characters from dialogue, actions and stage directions. Analyse the writer's purpose and effect on the reader.	Suggested task: Drama activity such as TV / radio show discussing the events or writing and acting out an additional scene	No assessed task.

N.B. Terms 2 and 3 can be switched depending on availability of texts / teacher's preference.

Year 8

Term	Unit	Skills	Cold task / Mid-term assessment	Final assessment (hot task)
1	Novel: Private Peaceful or The Prince of Mist Or The Boy in the Striped Pyjamas (available term 3)	Develop key reading skills (e.g. selecting appropriate evidence from the novel; making inferences about how the author presents a character). Structure PEE (point, evidence, explain) paragraphs and essay responses. Empathy: writing or performing in role as a character in the novel. Explore the effects of the author's language.	Mid-term assessment = practice response to an extract	Reading: exploding extract response
2	Gothic Horror	Improve basic writing skills (e.g. improving technical accuracy, using sentences effectively, etc.); Understand/explore a range of key conventions/features of Gothic stories. Plan, draft, sequence and write own Gothic horror story, using appropriate conventions.	Cold task idea = write the opening page of a Gothic story.	Writing: write a Gothic horror story.
3	Play: Our Day Out	Develop an understanding of the features of a play script. Improve ability to infer meaning about characters from dialogue, actions and stage directions. Analyse the writer's purpose and effect on the reader. Structure an essay and developing the use of PEE (point, evidence, explain).	Mid-term assessment = write two PEE paragraphs.	Reading: essay based on a character (s) from the play.
4	Poetry from other cultures N.B This unit will last approx. 4 weeks in order to start 'Express Yourself' early and prep for exams.	Analyse and interpret a range of poetry from different cultures Identify and explore poetic techniques Discuss intended meaning and the effect on the reader Respond personally to poems Poems to be studied: 'Blessing' by Imtiaz Dharker; 'Night of the Scorpion' by Nissim Ezekiel; 'Island Man' by Grace Nichols and 'Charlotte O'Neil's Song' by Fiona Farrell	Mid-term assessment = write a paragraph exploring the effects of poetic techniques in the first poem studied, Blessing.	Reading response: write about your favourite poem and its effect on you,
5	Express Yourself	Develop key reading skills – component two skills Comprehension and evaluation reading questions Analysis of how language is used to persuade Identify and use key persuasive techniques. Develop and structure an argument (in writing and speaking).	Mid-term assessment = write a speech giving your views either for or against Des Troy's proposal.	Final assessment: End of Year examinations: TBC – Non-fiction reading and writing (a speech)
6	Introduction to Shakespeare and Macbeth.	Develop key skills in researching, note-taking, using sources to produce an informative, creative piece of work about William Shakespeare. Develop a better understanding about Shakespeare's plays, life and times (social and historical context). Study the plot and themes of Macbeth. Focused study on key scenes from the play.	Suggested task: A creative, informative piece of work about Shakespeare to be presented to the rest of the class.	No assessed task.

N.B. Terms 1 and 3 can be switched depending on availability of texts / teacher's preference.

Year 9

Term	Unit	Skills	Cold task / Mid-term assessment	Final assessment (hot task)
1	Suspense writing	Explore a range of suspense stories to develop a better understanding of the suspense genre. Understand the key conventions/features of a suspense story (structure and language). Develop skills in using language/vocabulary and other appropriate devices effectively. Improve technical accuracy (e.g. sentence punctuation and sentence types). Develop GCSE component 1 skills.	Cold task idea = write the opening page of a suspense story.	Writing: write a suspense narrative.
2	Poetry comparison (to include pre-1914 poetry)	Develop ability to respond independently and imaginatively to a range of poetry. Understand and explore the use of poetic devices, language and structure of different poems by a range of writers. Understand how to compare poems (content, language, structure, etc.). Structure PEE paragraphs and essay responses.	Mid-term assessment = PEE response to the first poem studied. This can then be improved and used in the final assessment.	Reading: essay comparing two poems.
3	Novel: Of Mice and Men	Develop key reading skills (e.g. selecting appropriate evidence from the novel; making inferences about how the author presents a character). Structure PEE (point, evidence, explain) paragraphs and essay responses. Empathy: writing or performing in role as a character in the novel. Explore the effects of the author's language. Develop a greater understanding of social issues within a novel; develop discussion skills.	Mid-term assessment = Reading response e.g. comparison essay on Curley and Slim.	Speaking and listening: taking on the role of a character to explore key issues within the text.
4	Non-fiction reading and writing	Develop key reading skills (using a range of non-fiction texts). Writing about texts (using PEE – point, evidence, explain). Improve technical accuracy of writing. Understand and study different features/conventions of non-fiction writing and using them in own written work. Reflect on strengths and areas for development of reading and writing skills and work on making improvements.	Cold task ideas = writing the opening of an article, Practice reading exam questions.	Writing: write a lively article for a teen magazine giving your views on social media.
5	Exams followed by GCSE study	Prepare for exams, complete exams and then begin GCSE study.	End of Year Examinations: Reading: responses to two texts Writing: write a lively article	
6	GCSE study	An introduction to GCSE Lit texts: 'Romeo and Juliet', 'An Inspector Calls' and 'The Strange Case of Dr Jekyll and Mr Hyde'.	R and J: Write a report on Act 3 scene 1. AIC: Write a formal letter of complaint from Sheila to Milwards and an informal letter from Eric to his parents.	

N.B. Terms 2 and term 3 can be switched depending on availability of texts / teacher's preference.